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| Super 3 Lesson Plan |
| Dinosaurs |
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| Christine Stewart |
| 2/23/2010 |

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After conducting several searches for possible Super3 lesson plans, I found many with a dinosaur theme. My teaching experience has been with younger children – preschool to third grade and typically boys. Most young children (especially boys) typically like dinosaurs, so I adapted many ideas from the lesson plans already developed to create my own. I geared my lesson plan towards second grade, because this was the last grade I taught.

This lesson covers state standards:

**STATE GOAL 3**: Write to communicate for a variety of purposes.

A. Use correct grammar, spell­ing, punctuation, capitalization and structure.

B. Compose well-organized and coherent writing for specific pur­poses and audiences.

**STATE GOAL 5**: Use the language arts to acquire, assess and communicate information.

1. Locate, organize, and use infor­ma­tion from various sources to answer questions, solve problems and communicate ideas
2. Analyze and evaluate information acquired from various sources
3. Locate, organize, and use infor­ma­tion from various sources to answer questions, solve problems and communicate ideas

**STATE GOAL 12**: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

B. Know and apply concepts that describe how living things interact with each other and with their environ­ment.

**Objectives**

The students will

* begin understanding library systems with guidance
* organize information found by filling out note cards and dinosaur information sheet
* students will use the factual research they have done on a specific dinosaur to create a 5 paragraph expository paper about that dinosaur
* implement the use of technology and the writing process throughout the unit
* will make a dino-trading card using KidPix during technology time in the computer lab

The 2nd grade teachers and the media specialist will work collaboratively on this project. The 2nd grade teachers will introduce this unit by reading the letter from Aunt Dino Sor. The librarian will help the students learn how to use the materials in the library and on-line to conduct research as well as help with the dino-trading cards during technology time. The librarian will also share books with a dinosaur theme. The teachers will help the students organize their notes and write their papers. The art project will be done at home.

Literature:   
If the Dinosaur's Came Back by Bernard Most   
Fossils Tell of Long Ago- Aliki   
The Book of Dinosaurs and Prehistoric Life- Carol Bloch   
The How and Why Wonder Book of Dinosaurs- Darlene Geis

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Each student will need to use several sources to gain information about their chosen dinosaur. A variety of books and websites will be made available in class for student use, but they will *not* be taken home. You will need to find other sources to complete your report. We will be working together here to gather as much information as possible, but help from home will be appreciated!

In addition to information gathering and note-taking, students will create an art project rendering of their chosen dinosaur and habitat. Because we have not yet discussed the prehistoric eras, some students will not yet be able to begin this portion of the project. At home, however, families can start getting students excited and interested in the various ways they can complete this portion of the report. I will send home more information as we learn more!

We will talk about the final report format in class.

What is my project timeline?

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1. Reading information and note taking.

Date Due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. 3-D Art: Students will need to create an art project of their dinosaur and habitat. When complete, it should demonstrate creative thinking, strong effort, and good craftsmanship. Examples of projects may include (but are not limited to): mobile, diorama, model, or sculpture. Material examples may include: paper maché, styrofoam, wood, foam-core board or cardboard, self-hardening clay or salt dough (not play-dough), plaster, paint, etc. The final piece should have neat, clearly visible labels as needed. It should also include the student’s name and title of project.

To be brought into class \_\_\_\_\_\_\_\_\_\_\_

3. Neat/Final Copy: Will be done in class.

**Dinosaur Information Worksheet**

**Student Name: \_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fill in the information in the spaces below.)**

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| **My questions** | **Source(include pg numbers)** | **Information I found** |
| What is the dinosaur’s name? |  |  |
| What does the name mean? |  |  |
| How long is the dinosaur? |  |  |
| Does the dinosaur eat plants, meat, or both plants and meat? |  |  |
| Describe the dinosaur’s teeth. |  |  |
| How did the dinosaur walk/fly? |  |  |
| What is one interesting fact about the dinosaur? |  |  |

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|  | **Research Report : Dinosaur Research** | | | | |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
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| CATEGORY | 4 | 3 | 2 | 1 |
| Organization | Information is very organized with well-constructed paragraphs. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. |
| Amount of Information | All topics are addressed and all questions answered. | All topics are addressed and most questions answered. | All topics are addressed, and some questions answered. | One or more topics were not addressed. |
| Quality of Information | Information clearly relates to the main topic. | Information mainly relates to the main topic. | Information sometimes relates to the main topic. | Information has little or nothing to do with the main topic. |
| Sources | All sources (information and graphics) are accurately documented in the desired format. | Most sources (information and graphics) are accurately documented in the desired format. | Some sources (information and graphics) are accurately documented in the desired format. | None of the sources is accurately documented. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Appearance | Report is neat and meets the following criteria: size 14 font, manuscript font style. Report title is center aligned. Paragraphs are left aligned. | Report is neat and meets 3 of the 4 criteria: size 14 font, manuscript font style. Report title is center aligned. Paragraphs are left aligned. | Report is neat and meets 2 of the 4 criteria: size 14 font, manuscript font style. Report title is center aligned. Paragraphs are left aligned. | Report only meets 1 of the 4 criteria: size 14 font, manuscript font style. Report title is center aligned. Paragraphs are left aligned. |
| Effort | Student consistently used available class time without prompting. | Student mostly used available class time without prompting. | Student sometimes used class time without prompting. | Student rarely used class time without prompting |